DOCUMENT RESUME

ED 164 941 08 CE 019 475

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TITLE Sorting, Stacking, and Strapping Currency. Student's Manual and Instructor's Handbook.
INSTITUTION Clemson Univ., S.C. Vocational Education Media Center.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE 78
GRANT G007603810
NOTE 85p.; For related documents see CE 019 472-478, CE 019 480-489, ED 155 303, and ED 155 400-478
AVAILABLE FROM Vocational Education Media Center, 10 Tillman Hall, Clemson University, South Carolina 29631 ($42.00 for the complete set of bankteller modules; $15.50 for the two transparency sets [Recordkeeping I & II; Banking Services] designed Lo accompany this bankteller set)

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS *Banking; Behavioral Objectives; Business Education; Business Skills; Instructional Materials; *Money Management; *Office Occupations Education; Performance Based Education; Secondary Education
IDENTIFIERS Vocational Technical Education Consortium States

ABSTRACT

Supporting performance objectives 18, 25, 26, 30, 31 and 32 of the V-TECS (Vocational-Technical Education Consortium of States) Paying and Receiving Bankteller Catalog, this module includes both a set of student materials and an instructor's manual on sorting, stacking and strapping currency. (This module is the fifth in a set of eight on banktelling [CE 019 471-478].) The student materials include six learning activities, a performance pre- and posttest, six student self checks, an instructor's checklist, and an objective posttest. The instructor's manual includes instructions for using the module, answer key to the objective test, and sheets of simulated currency and currency straps to be duplicated. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A related set of modules on bookkeeping [CE 019 480-489] is also available.) (JH)

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ED164941

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SORTING, STACKING, AND STRAPPING CURRENCY

STUDENT'S MANUAL

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1978

CE 019 475

These materials have been developed from funds
provided by Grant G007603810 under the
Vocational Education Act of 1963 P.L. 88-210 as Amended
Department of Health, Education and Welfare, Office of Education

ACKNOWLEDGEMENTS

These bankteller modules were developed by a group of office occupations teachers. Special appreciation is extended to the following:

Mrs. Linda Albert	Dreher High School
Mrs. Katherine Cliatt	A. C. Flora High School
Mrs. Mary Horton	Andrew Jackson High School
Mrs. Patricia Itter	C. A. Johnson High School
Mrs. Peggy McElveen	Gaffney Senior High School
Mrs. Frances Wells	Lexington Area Vocational Center

Special thanks is also extended to Mrs. Frances Wells and Mrs. Shiela Werner at Lexington AVC, and Mrs. Helen Phillips and Mrs. Peggy McElveen at Gaffney Senior High School for field testing the materials.

A special note of gratitude is due Ann Jolly, office occupations teacher at Daniel Morgan AVC and former office occupations consultant with the State Department of Education, for her continuous cooperation during the development of these materials.

Anne L. Matthews

Anne L. Matthews, State Supervisor
Office Occupations Education

INTRODUCTION TO BANKTELLING INSTRUCTIONAL MATERIALS

The modules developed in South Carolina for the bankteller catalog are designed to provide audio, visual, and printed supplementary materials needed by the instructor and/or student to achieve the objectives stated in the catalog. The materials were designed as modules so that they may be flexibly inserted into an on-going program, as well as provide for maximum utilization via a rotation schedule.

These materials provide supplemental units of instruction in the following areas:

Module No.	Tasks	Performance Objective Nos.
II-A	Using the 10-Key with Left Hand	70
III-A	Handling Deposits	62, 14, 52, 53, 54, 55
III-B	Issuing and Cashing Checks (Certified, Cashiers, and Travelers) and Ordering Personal Checks	42, 47, 58, 57, 61
IV-A	Processing Coins	24, 17, 27, 23
IV-B	Sorting, Stacking, and Strapping Currency	25, 18, 30, 31, 26, 32
V-A	Examining Checks for Acceptability	12
V-B	Inspecting Customer Identification	19
V-C	Cashing Checks (Personal)	39, 40

The modules typically include a performance objective, definitions, prerequisites, equipment, introduction, directions, learning activities, self checks, and tests (pre and post). The instructor's manual contains notes, keys, forms for duplication, instructor's checklists, scripts for recording, and supplementary materials.

Before you release the packages to your students, review each package within your department, discuss how to best utilize the materials, choose the desired course, and plan the sequence for each unit of instruction. Other considerations are required:

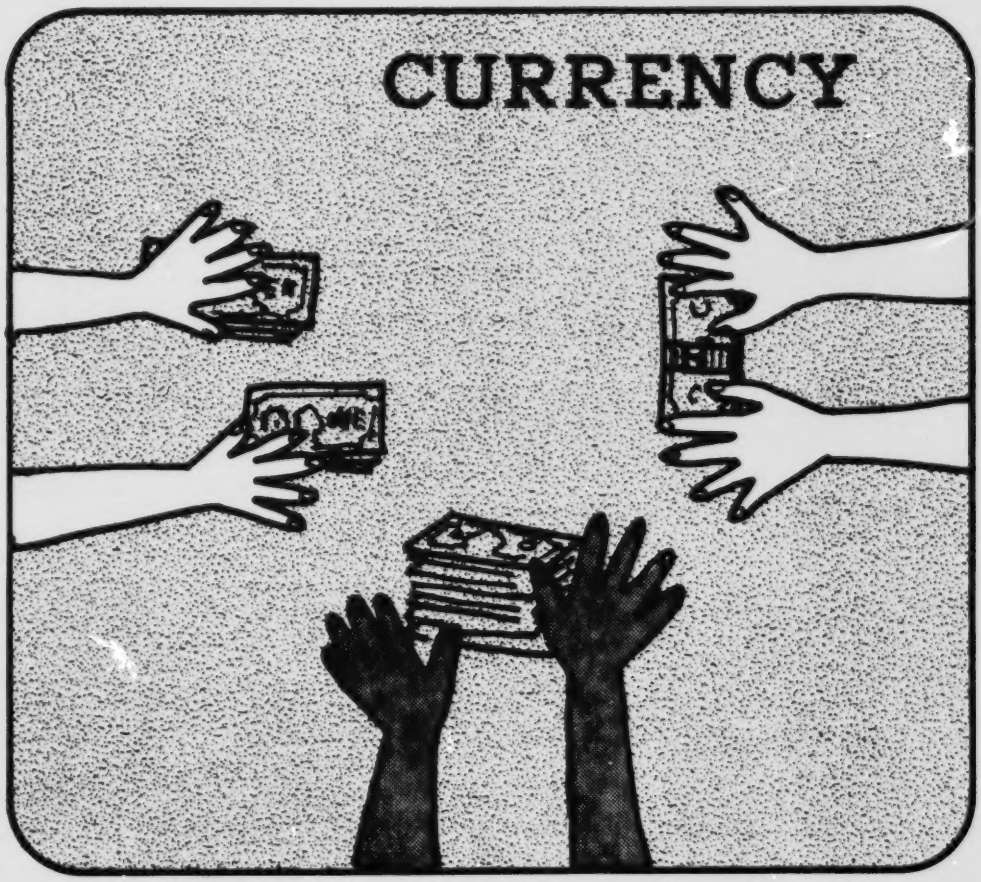
1. Insure that necessary equipment is available and in proper working order.
2. Insure that necessary audio materials are recorded and easily available.
3. Obtain the necessary equipment needed for filmstrip viewing and listening.
4. Replenish consumable supplies after each student completes the module.

The modules may be used in the following courses: Office Procedures, Cooperative Office Education, Senior Intensified Program, Bookkeeping, Typewriting, Business Mathematics, Office Machines, and Introduction to Business. It is recommended that the banking modules be taught as a unit of instruction.

A simulated teller's cage using role playing customers (students) is desirable. Perhaps a rotation plan could be devised to provide each student with an orientation to simple bankteller duties. A teacher may, however, select single modules, provided no prerequisite skills are listed.

The supplementary materials for the bankteller catalog are designed for individual, small-group or large-group instruction. You may need to adapt materials in a few instances for large-group instruction. When used individually, students will be able to progress through the materials at their own pace.

SORTING STACKING AND STRAPPING CURRENCY



SORTING, STACKING, AND STRAPPING CURRENCY

PERFORMANCE OBJECTIVES:

Following are the objectives of this module, "Sorting, Stacking, and Strapping Currency":

Learning Activity 1: Given a supply of loose currency of twenties, tens, fives, twos, and ones arranged in random order, the student will sort and stack each denomination in proper order for strapping. All bills should be turned in the proper direction, and each stack should contain the denomination and number of bills for strapping.

Learning Activity 2: Given a package of currency which includes acceptable and unacceptable bills, the student will inspect each bill and identify at least five bills that should be removed from the currency drawer.

Learning Activity 3: Given a supply of twenties, tens, fives, twos, and ones, the student will count aloud each denomination using the unit method, write the count, and add the zero. All items on the checklist should be performed acceptably.

Learning Activity 4: Using a supply of loose currency, the student will count aloud the stack of bills using the unit method. The final count should be the total amount of the bills.

Learning Activity 5: Given a stack of tens, two currency straps, and a teller's stamp, the student will strap the stack of currency. The package should be neat, tightly packaged, and bear the teller identification.

Learning Activity 6: Given a strapped stack of currency, a corresponding currency strap, a teller's stamp, and a name-of-bank stamp, the student will prove the stack of currency. All items on the checklist should be performed acceptably.

PREREQUISITES:

In order to complete this learning packet, it is not necessary to have completed one of the other bank telling packets first.

It is necessary that you be able to recognize the different kinds of paper money, that is, the $1, $2, $5, $10, and $20 bills. You should also be able to count correctly.

It will be necessary that you do the jobs in this packet in the order in which they are given. In each job new ideas are presented that you will need to know before you can do the next job.

EQUIPMENT, TOOLS, RESOURCES, AND SUPPLIES:

Objective Pre-Test:	Test sheet and pen or pencil
Performance Pre-Test:	Envelope containing currency Envelope marked "Mutilated Currency" $ 500 currency strap $1000 currency strap Paper Pen
Learning Activity 1:	Envelope containing currency Envelope marked "Excess Currency" *Self-Check 1 and pencil
Learning Activity 2:	Envelope containing currency *Self-Check 2 and pencil
Learning Activity 3:	Envelope containing currency Paper *Self-Check 3 and pen or pencil
Learning Activity 4:	Envelope containing currency *Self-Check 4 and pencil
Learning Activity 5:	Envelope containing currency $ 500 currency strap $1000 currency strap Teller's stamp) if available *Self-Check 5 and pencil
Learning Activity 6:	Envelope containing currency $1000 currency strap Teller's stamp) if available Name-of-bank stamp) Paper Trash can *Self-Check 6 and pen or pencil
Objective Post-Test:	Test sheet and pen or pencil
Performance Post-Test:	Envelope containing currency $1000 currency strap Paper Pen Envelope marked "Mutilated Currency" Teller's stamp) if available Name-of-bank stamp)

*You will need a copy of the Self-Checks if your instructor has told you to use one in marking your progress on each job.

SORTING, STACKING, AND STRAPPING CURRENCY

Performance Pre-Test

INSTRUCTIONS:

Do not write on this page.

Read the activities below. Obtain a loose supply of currency from your instructor and perform the following tasks while your instructor observes you. Complete each part of the test.

1. Sort and stack the currency in proper order for strapping.
2. Inspect each bill and lay aside the bills that should be removed from the currency drawer and place them in the envelope marked "Mutilated Currency."
3. Count aloud each denomination using the unit method, write the count, and add the zero.
4. Strap the stack of bills in which there is a sufficient number of bills to strap.
5. Place the remaining bills in the proper order in one stack. Then count aloud the stack of bills using the unit method.

You will be evaluated by your instructor using the Performance Pre-Test Checklist form.

Proceed to the Introduction.

INTRODUCTION:

Have you ever wondered how bank tellers are able to count money so rapidly and correctly? They have had special training and much practice in counting money, and this packet will give you some ideas about what they have been instructed to do when handling currency (paper money).

When handling currency it is extremely important that you give your full attention to what you are doing. You cannot try to talk with a friend or try to see what someone else is doing or even daydream about something that may be very exciting. Money must always be counted twice to be sure that the correct amount is there. Sometimes it may have to be counted more if different amounts were found the first two times.

In this packet you will read about sorting, stacking, and strapping currency. You will also complete some jobs that will make you a better money handler.

DIRECTIONS:

Read through the package carefully. Always complete the activities in the order they are presented. Do not write on the pages in this module unless you are told to do so. Put your answers to the Self-Checks on a separate sheet of paper. When you are ready to perform the Post-Tests, notify your teacher, who will use an instructor's checklist form to rate your performance.

Proceed with the Learning Activities below.

LEARNING ACTIVITIES:

1. Read and complete Learning Activity 1 – Sorting and Stacking Currency. Evaluate yourself by using the Self-Check 1.

2. Read and complete Learning Activity 2 – Inspecting for Mutilated and Badly Worn Currency. Evaluate yourself by using the Self-Check 2.

3. Read and complete Learning Activity 3 – Counting Currency. Evaluate yourself by using the Self-Check 3.

4. Read and complete Learning Activity 4 – Counting Currency. Evaluate yourself by using the Self-Check 4.

5. Read and complete Learning Activity 5 – Strapping Currency. Evaluate yourself by using the Self-Check 5.

6. Read and complete Learning Activity 6 – Proving a Stack of Currency. Evaluate yourself by using the Self-Check 6.

7. After you have completed each Learning Activity, you should review your Self-Checks to determine if you should repeat any activities which you found difficult. If you can complete each item on the Self-Checks acceptably, proceed to the Performance Post-Test and the Objective Post-Test.

8. If you fail to complete some of the items on the Performance Post-Test and/or the Objective Post-Test, you should return to the Learning Activity in which you had difficulty and complete it again. After you are sure that you understand all the tasks, you should take the Performance Post-Test and/or Objective Post-Test again.

9. When you can complete all the items on the Performance Post-Test and the Objective Post-Test acceptably, you have successfully completed this learning activity package.

LEARNING ACTIVITY 1

Sorting and Stacking Currency

PERFORMANCE OBJECTIVE:

Given a supply of loose currency of twenties, tens, fives, twos, and ones arranged in random order, the student will sort and stack each denomination in proper order for strapping. All bills should be turned in the proper direction, and each stack should contain the same denomination and the correct number of bills for strapping.

LEARNING ACTIVITIES:

A. Read the following paragraphs carefully.

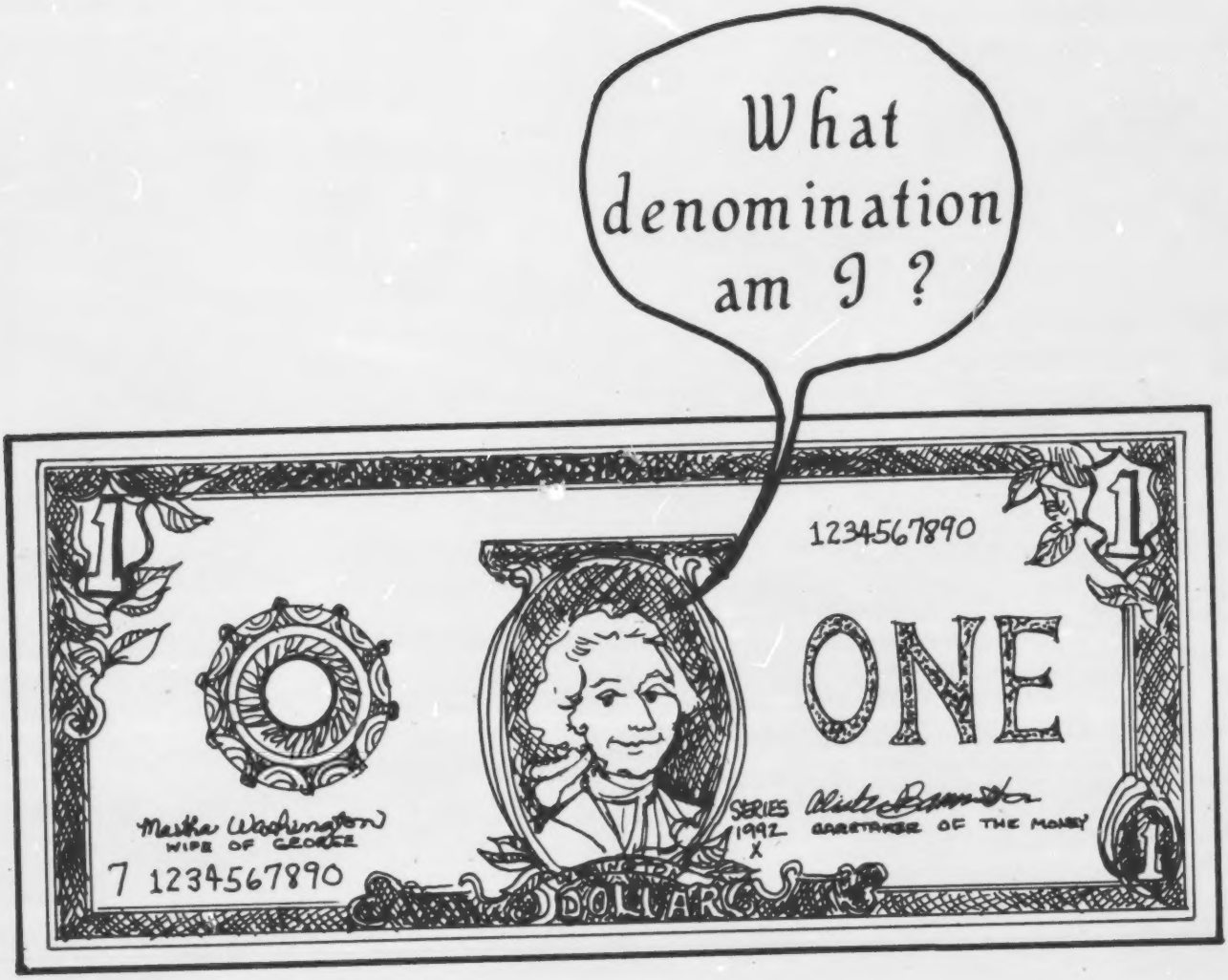
Currency is another name for bills or paper money. All currency is sorted by **denomination.** This means that all twenties are placed in one stack, all tens in another stack, all fives in another stack, and all ones in another stack.

When sorting or counting currency, it is necessary to look at the **portrait** or picture on each bill. Sometimes people will try to change a $1 bill into a $10 bill by adding a zero to the $1 bill. Or, they might try to change a $10 bill into a $100 bill by adding a zero to the $10 printed on the bill. However, it is very difficult to change the portrait or picture on a bill. Counterfeiters also have a hard time copying the portrait. The flaws that counterfeiters leave can be recognized by experienced bank tellers and money handlers.

The following table shows the denomination and the name of the person whose portrait should appear on that denomination:

Denomination	Portrait on Face of Bill
$ 1	Washington
2	Jefferson
5	Lincoln
10	Hamilton
20	Jackson

After the currency is sorted by denomination, it is also arranged so that all of the portraits or faces on the bills are up and turned in the same direction.


What denomination am I ?
1234567890
ONE
Martha Washington
WIFE OF GEORGE
7 1234567890
SERIES 1992 X
SECRETARY OF THE MONEY
DOLLAR

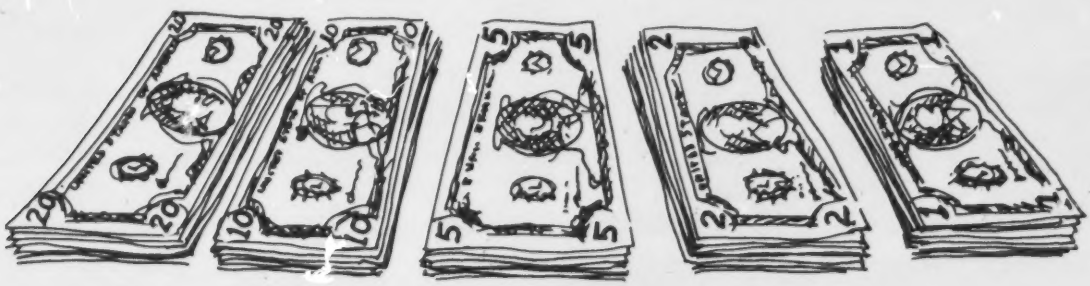
After the bank has a certain number of each bill, the bills are **strapped**. This means that the bills are stacked tightly and bound with a paper strap to keep them together. Twenties, tens, fives, twos, and ones are strapped in bundles of 50 or 100 bills as shown in the following table:

Denomination	Number of Bills	Amount
$ 1	50	$ 50
1	100	100
2	50	100
2	100	200
5	50	250
5	100	500
10	50	500
10	100	1000
20	50	1000
20	100	2000

B. Complete the following learning tasks.

1. Get the envelope marked **Learning Activity 1: Sorting and Stacking Currency**. It contains the supply of loose currency that you will need for this activity.

2. Sort the currency by denomination. (All twenties should be in one stack; all tens, in another stack; all fives, in another stack; all twos, in another stack; and all ones, in another stack.) See the illustration below:



3. Stack the currency by denomination by placing all bills face up and turned in the same direction.

4. Count each stack of bills to be sure that there are enough bills in each stack to be strapped. If there are more bills of any denomination than the number that should be strapped, place the extra bills in the envelope marked "Excess Currency." Be sure that you count each stack until you get the same number at least two times.

C. Arrange the bills in **random order** (shuffle them and mix them up) and then practice counting them again.

EVALUATION:

Use the Self-Check 1 to determine if you completed this job acceptably. If you are not sure, have your instructor help you in completing the Self-Check.

Do not write on any of the Self-Check forms unless your instructor gives you the forms to use to rate yourself. If you are not given the forms, mark your responses on a separate sheet of paper.

After you have completed all tasks on the Self-Check acceptably, arrange the bills in random order and place them back in the proper envelope.

MODULE NO. IV–B

NAME_____

DATE_____

INSTRUCTOR'S CHECKLIST

PERFORMANCE SCALE SELF-CHECK 1

N/A – The skill was not applicable to this situation

Poor – The student can not perform the skill

Fair – The student can perform this skill satisfactorily but requires periodic supervision and/or assistance

Good – The student can perform this skill effectively without assistance and/or supervision

Excellent – The student can perform this skill without supervision and/or assistance with proficiency in speed

ACTIVITY	EVALUATION				
	N/A	POOR	FAIR	GOOD	Excellent
1. Arranged stacks in proper order.					
2. First stack a. Contained 50 twenties					
b. All bills turned face up					
c. All bills turned in same direction					
3. Second stack a. Contained 50 tens					
b. All bills turned face up					
c. All bills turned in same direction					
4. Third stack a. Contained 50 fives					
b. All bills turned face up					

MODULE NO. IV–B

NAME_____

DATE_____

INSTRUCTOR'S CHECKLIST

PERFORMANCE SCALE

SELF-CHECK 1
(Continued)

N/A – The skill was not applicable to this situation

Poor – The student can not perform the skill

Fair – The student can perform this skill satisfactorily but requires periodic supervision and/or assistance

Good – The student can perform this skill effectively without assistance and/or supervision

Excellent – The student can perform this skill without supervision and/or assistance with proficiency in speed

ACTIVITY	EVALUATION				
	N/A	POOR	FAIR	GOOD	Excellent
c. All bills turned in same direction					
5. Fourth stack a. Contained 50 twos					
b. All bills turned face up					
c. All bills turned in same direction					
6. Fifth stack a. Contained 50 ones					
b. All bills turned face up					
c. All bills turned in same direction					

LEARNING ACTIVITY 2

Inspecting For Mutilated And Badly Worn Currency

PERFORMANCE OBJECTIVE:

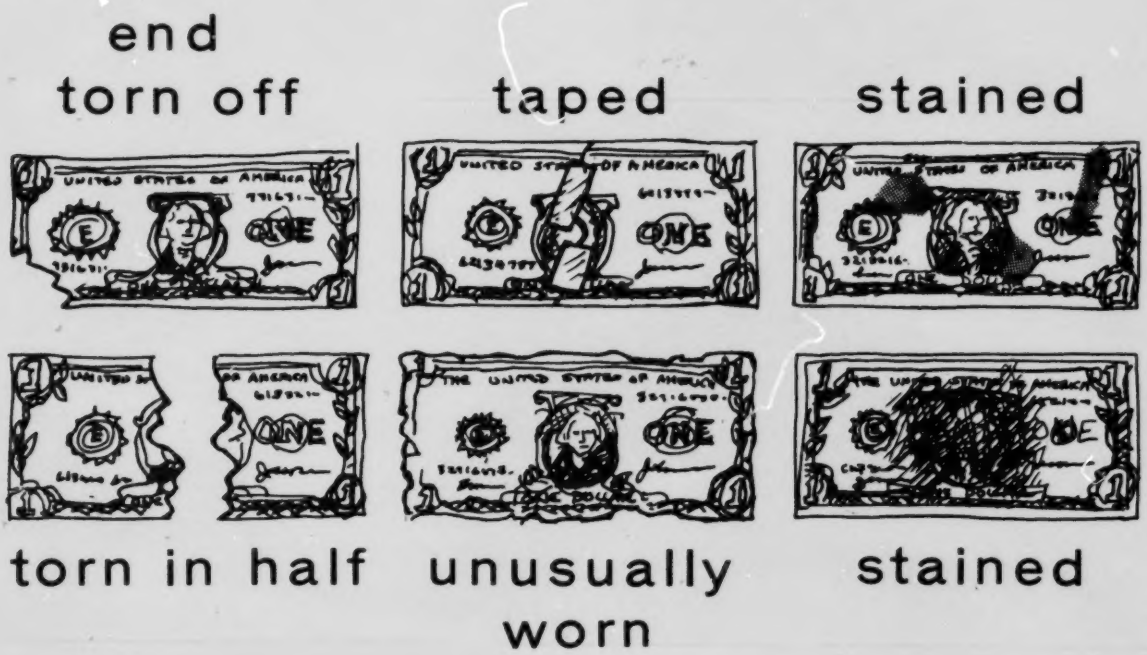
Given a package of currency which includes acceptable and unacceptable bills, inspect each bill and identify at least five bills that should be removed from the currency drawer.

LEARNING ACTIVITIES:

A. Read the following paragraph.

When bills become torn, unusually worn, or stained, they are **taken out of circulation.** This means that the local bank will send these bills to a Federal Reserve Bank to be destroyed. The Federal Reserve Bank will send the local bank new currency to take the place of the currency that was destroyed.

B. Study the following illustrations of **mutilated** (torn, worn, or stained) currency.



C. Complete the following learning tasks.

1. Get a package of currency containing acceptable and unacceptable bills. These bills are in the envelope marked **Learning Activity 2: Inspecting for Mutilated and Badly Worn Currency.**

2. **Inspect** (look at carefully) each bill and lay aside at least five bills that should be taken out of circulation and destroyed.

EVALUATION:

Use the Self-Check 2 to determine if you completed this job acceptably. If you have questions, ask your instructor for some help.

After you have completed all tasks on the Self-Check acceptably, arrange the bills in random order and place them back in the proper envelope.

MODULE NO. IV–B

NAME_____

DATE_____

INSTRUCTOR'S CHECKLIST

SELF-CHECK 2

PERFORMANCE SCALE

N/A – The skill was not applicable to this situation

Poor – The student can not perform the skill

Fair – The student can perform this skill satisfactorily but requires periodic supervision and/or assistance

Good – The student can perform this skill effectively without assistance and/or supervision

Excellent – The student can perform this skill without supervision and/or assistance with proficiency in speed

ACTIVITY	EVALUATION				
	N/A	POOR	FAIR	GOOD	Excellent
1. Removed bill or bills that were torn.					
2. Removed bill or bills that were taped.					
3. Removed bill or bills that were stained.					
4. Removed bill or bills that were badly wrinkled.					
5. Removed bill or bills that were badly worn.					

LEARNING ACTIVITY 3

Counting Currency

PERFORMANCE OBJECTIVE:

Given a supply of twenties, tens, fives, twos, and ones, the student will count aloud each denomination using the unit method, write the count, and add the zero. All items on the checklist should be performed acceptably.

LEARNING ACTIVITIES:

A. Read the following paragraphs carefully.

There are different methods of counting currency, but one very good method is the **unit method**, which is taught in many bank teller training schools.

When counting twenties by the unit method, the teller looks at the portrait of Jackson and the denomination, pushes one bill forward, and says, "2"; another bill is pushed forward, and the teller says, "4"; another bill is pushed forward, and the teller says, "6"; another bill is pushed forward, and the teller says, "8"; and so on until the stack of bills is counted. When the last bill is counted, the teller writes down the number that was said last, such as "10" and then adds a zero to the count. Therefore, if there had been five $20 bills to be counted, the teller would write down "10" and add a "0" making the amount of the stack $100.

When counting tens by the unit method, the teller looks at the portrait of Hamilton and the denomination, pushes one bill forward, and says, "1"; another bill is pushed forward and the teller says, "2"; another bill is pushed forward and the teller says, "3"; another bill is pushed forward and the teller says, "4". Therefore, if five $10 bills had been counted, the teller would write down "5" and then add a "0" making the amount of the stack $50.

When counting fives by the unit method, the teller looks at the portrait of Lincoln and the denomination, pushes one bill forward and says, "five"; a second bill is pushed forward and the teller says, "ten"; a third bill is pushed forward and the teller says, "fifteen"; a fourth bill is pushed forward and the teller says, "twenty"; a fifth bill is pushed forward and the teller says, "twenty-five"; a sixth bill is pushed forward and the teller says, "thirty." If ten fives had been pushed forward, the teller would write down "50" making the ten fives equal $50. Since these are fives, no zero is added, and the correct amount would be $50.

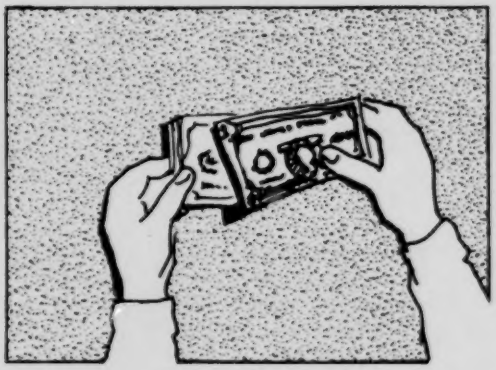
When counting twos by the unit method, the teller looks at the portrait of Jefferson and the denomination, pushes one bill forward and says "two"; a second bill is pushed forward and the teller says "four"; a third bill is pushed forward and the teller says "six"; and a fourth bill is pushed forward and the teller says "eight"; a fifth bill is pushed forward and the teller says "ten". If five bills have been counted the teller would write down "10". Since these are twos, no zero is added and the correct count would be $10.

When counting ones by the unit method, the teller looks at the portrait of Washington and the denomination, pushes one bill forward, and says, "one"; a second bill is pushed forward and the teller says, "two"; a third bill is pushed forward and the teller says, "three"; a fourth bill is pushed forward and the teller says, "four"; and so on. If ten bills had been counted, the teller would write down "10." Since these are ones, no zero would be added and the correct count would be $10.

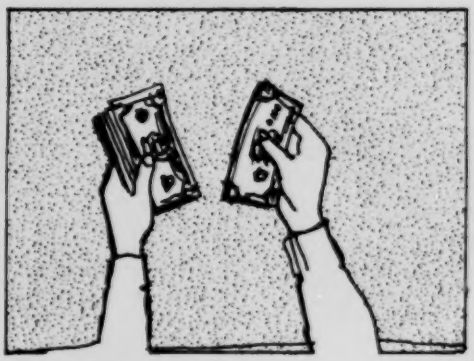
B. Complete the following learning tasks.

1. Get the envelope marked Learning Activity 3: Counting Currency.

2. Prepare bills for count by fanning the stack. (See illustration.) The bills are held firmly in one hand while the thumb of the other hand is used to make the ends of the bills spread apart so that they will not stick together.



3. Handle bills correctly.



   a. Hold stack of bills in one hand.

   b. Use thumb of hand to push appropriate number of bills forward.

   c. Grasp center of bill with free hand.

   d. Place bill on counter.

4. Count by unit method.

   a. Twenties (push forward one bill for each count) "2, 4, 6, 8, 10."

   b. Tens (push forward one bill for each count) "1, 2, 3, 4, 5, 6, 7, 8, 9, 10."

   c. Fives (push forward one bill for each count) "5, 10, 15, 20, 25, 30, 35, 40, 45, 50."

   d. Twos (push forward one bill for each count) "2, 4, 6, 8, 10."

   e. Ones (push forward one bill for each count) "1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20."

5. Determine amount of stack.

   a. Write down last count after each denomination.

   b. Add a zero to each count except for the ones, twos, and fives.

C. Count each denomination of currency without referring to the instructions.

EVALUATION:

After you have practiced fanning the stacks, handling the bills correctly, counting by the unit method, and determining the amount of the stacks, check yourself by using the Self-Check 3 that is provided. If you have questions about any part of this activity, have your instructor evaluate you by using the Self-Check also.

Remember, do not mark on the Self-Check that is in this booklet.

After you have completed the Self-Check acceptably, arrange the bills in random order and place them back in the proper envelope. Then, turn to Learning Activity 4 and complete it.

MODULE NO. IV–B

NAME_____

DATE_____

INSTRUCTOR'S CHECKLIST

PERFORMANCE SCALE SELF-CHECK 3

N/A – The skill was not applicable to this situation

Poor – The student can not perform the skill

Fair – The student can perform this skill satisfactorily but requires periodic supervision and/or assistance

Good – The student can perform this skill effectively without assistance and/or supervision

Excellent – The student can perform this skill without supervision and/or assistance with proficiency in speed

ACTIVITY	EVALUATION				
	N/A	POOR	FAIR	GOOD	Excellent
1. Fanned stack of bills.					
2. Handled each denomination. a. Twenties – pushed forward one bill for each count.					
b. Tens – pushed forward one bill for each count.					
c. Fives – pushed forward one bill for each count.					
d. Twos – pushed forward one bill for ach count.					
e. Ones – pushed forward one bill for each count.					
3. Counted by unit method. a. Twenties – "2, 4, 6, 8, 10"					
b. Tens – "1, 2, 3, 4, 5, 6, 7, 8, 9, 10"					
c. Fives – "5, 10, 15, 20, 25, 30, 35, 40, 45, 50"					

MODULE NO. IV–B

NAME_____

DATE_____

INSTRUCTOR'S CHECKLIST

PERFORMANCE SCALE

SELF-CHECK 3
(Continued)

N/A – The skill was not applicable to this situation

Poor – The student can not perform the skill

Fair – The student can perform this skill satisfactorily but requires periodic supervision and/or assistance

Good – The student can perform this skill effectively without assistance and/or supervision

Excellent – The student can perform this skill without supervision and/or assistance with proficiency in speed

ACTIVITY	EVALUATION				
	N/A	POOR	FAIR	GOOD	Excellent
d. Twos – "2, 4, 6, 8, 10"					
e. Ones – "1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20"					
4. Wrote down last count a. Twenties – 10					
b. Tens – 10					
c. Fives – 50					
d. Twos – 10					
e. Ones – 20					
5. Added zero correctly a. Twenties – 100					
b. Tens – 100					

LEARNING ACTIVITY 4

Counting Currency

PERFORMANCE OBJECTIVE:

Using a supply of loose currency, count aloud the stack of bills using the unit method. The final count should be the total amount of the bills arranged in high-to-low order.

LEARNING ACTIVITIES:

A. Get the envelope marked Learning Activity 4: Counting Currency.

B. Place the fives on the bottom of the stack,and the twenties on the top,with the tens in the middle.

C. Count aloud the stack of bills using the unit method as described in the following steps:

1. Pick up the first twenty, place the bill on the counter, and count "two."
2. Pick up the second twenty, slide on top of previous bill, and count "four."
3. Pick up first ten, slide on top of previous bill, and count "five."
4. Pick up second ten, slide on top of previous bill and count "six."
5. Pick up first five, slide on top of previous bill, and say "five."
6. Mentally add a zero and count "sixty-five."

D. Now try counting the bills again without looking at the instructions.

EVALUATION:

After you have practiced counting the loose currency several times, use Self-Check 4 to make sure that you can do this task acceptably. If you have questions, be sure to ask your instructor for help.

MODULE NO. IV–B

NAME_____

DATE_____

INSTRUCTOR'S CHECKLIST

PERFORMANCE SCALE SELF-CHECK 4

N/A – The skill was not applicable to this situation

Poor – The student can not perform the skill

Fair – The student can perform this skill satisfactorily but requires periodic supervision and/or assistance

Good – The student can perform this skill effectively without assistance and/or supervision

Excellent – The student can perform this skill without supervision and/or assistance with proficiency in speed

ACTIVITY	EVALUATION				
	N/A	POOR	FAIR	GOOD	Excellent
1. Turned all bills face up.					
2. Turned all bills in same direction.					
3. Arranged bills in proper high-to-low order with fives on bottom and twenties on top.					
4. Picked up first twenty, placed bill on counter, and said, "2"					
5. Picked up second twenty, slid bill on top of previous bill, and said "4"					
6. Picked up first ten, slid bill on top of previous bill, and said, "5"					
7. Picked up second ten, slid bill on top of previous bill, and said, "6"					
8. Picked up first five, slid bill on top of previous bill, and said, "five"					
9. Mentally added a zero and said, "65."					

LEARNING ACTIVITY 5

Strapping Currency

PERFORMANCE OBJECTIVE:

Given a stack of tens, two currency straps, and a teller's stamp, strap the stack of currency. The package should be neat, tightly packaged, and bear the teller identification.

LEARNING ACTIVITIES:

A. Read the following paragraphs carefully.

Now that you know how to count currency, you are ready to strap it into bundles so that it will stay together and will be easier to handle.

Before strapping the bills, you must be sure that all bills are turned the same way. Also, if there are any corners folded in or wrinkled, each of these creases or wrinkles must be straightened.

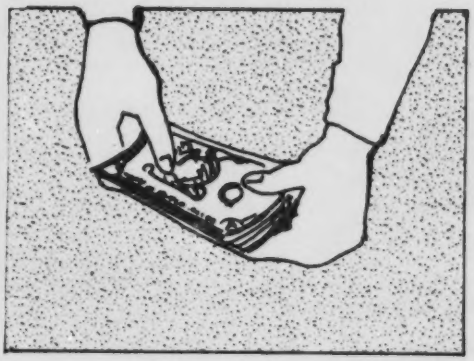
In this activity you will be strapping a stack of tens. See if you remember how many bills and how much money can be strapped of each denomination. (If you can't remember, turn back to Learning Activity 1 and look at the table.)

If you were working as a bank teller in a bank, you would stamp your teller identification number on the strap that you fastened around the stack of currency. Some banks use two stamps for this: one has the teller number on it and the other has the name of the bank on it. Other banks use one stamp with both identifying marks on the same stamp, as shown below.

B. Complete the following learning tasks.

1. Get the envelope marked Learning Activity 5: Strapping Currency. It should contain a stack of tens and two currency straps (a $500 strap and a $1000 strap).

2. Prepare each stack of currency for strapping.



   a. Count stack of bills to assure correct amount to be strapped.

   b. Be sure that all bills are turned the same way and that all corners and creases have been straightened.

   c. Hold stack of bills on edge lightly between fingers of both hands.

   d. Cuff stack of bills from left to right and from top until stack is even. This is done by bending the bills and pushing them back together until all edges and corners are smooth.

3. Strap each stack of currency.

   a. Select the strap that should be used.

   b. Hold stack of bills in one hand while other hand picks up correct strap.

   c. Place strap on counter with glued end facing up and away from teller.

   d. Place stack of bills on strap so that when end nearest teller is pulled up, right hand edge just covers left edge of portrait on the top bill.

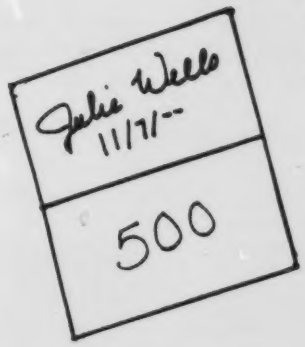
   e. Hold nearest end of strap down with fingers of one hand.

   f. Pick up glued end with other hand.

   g. Pull strap slightly to assure a tight band.

h. Press glued end against other end of strap. (If you are using a strap that your instructor made, you will need to tape the strap together.)

i. Stamp teller identification on strap. (If you don't have a stamp, write your name and today's date on the strap.)



EVALUATION:

Use the Self-Check 5 that is provided to evaluate yourself. If you have questions, be sure to ask your instructor for help.

After you have completed all tasks on the Self-Check acceptably, place the bills back in the envelope, and go on to Learning Activity 6.

MODULE NO. IV–B

NAME_____

DATE_____

INSTRUCTOR'S CHECKLIST

PERFORMANCE SCALE SELF-CHECK 5

N/A – The skill was not applicable to this situation

Poor – The student can not perform the skill

Fair – The student can perform this skill satisfactorily but requires periodic supervision and/or assistance

Good – The student can perform this skill effectively without assistance and/or supervision

Excellent – The student can perform this skill without supervision and/or assistance with proficiency in speed

ACTIVITY	EVALUATION				
	N/A	POOR	FAIR	GOOD	Excellent
1. Turned all bills the same way.					
2. Checked to be sure there were 50 tens in the stack.					
3. Made sure that all corners were flat and not creased.					
4. Cuffed stack of bills to get it straight.					
5. Placed the right-hand edge of strap over the left edge of portrait on the top bill.					
6. Attached strap with the amount $500 printed on it to stack.					
7. Stamped (or wrote) teller's identification on strap.					
8. Wrapped package neatly.					
9. Wrapped package tightly.					

LEARNING ACTIVITY 6

Proving A Stack of Currency

PERFORMANCE OBJECTIVE:

Given a strapped stack of currency, a corresponding currency strap, a teller's stamp, and a name-of-bank stamp, prove the stack of currency. All items on the Self-Check should be performed acceptably.

LEARNING ACTIVITIES:

A. Read the following paragraph.

Sometimes it will be your responsibility to check and see if the correct number of bills has been strapped together. You will have to remove the old strap, count the stack of bills, check to see if the correct strap was used, and then strap the bills again. This is called **proving a stack of currency.**

B. Complete the learning tasks below.

1. Get the envelope marked Learning Activity 6: Proving a Stack of Currency.
2. Prepare bills for count.
   a. Remove strap and place to one side.
   b. Fan bills. (See Learning Activity 5 if you forget what this means.)
3. Verify currency (this means that you should count the currency that is strapped to be sure that the correct amount is there).
   a. Count currency by unit method.
   b. Write down last count and add zero, if necessary.
   c. Count currency by unit method a second time.
   d. Compare second count with first count.
   e. Compare written amount with printed amount on strap.
   f. If amounts agree, throw the used strap away.
4. Process new currency strap.
   a. Place new strap around currency.
   b. Stamp teller number and name of bank on strap. (If you don't have a stamp, write your name and today's date on the strap.)

EVALUATION:

Use the Self-Check 6 that is provided to evaluate yourself. If you have questions, ask your instructor to give you some help.

Remember, do not mark on the Self-Check that is in this booklet.

After you succeed in completing the tasks on the Self-Check acceptably, take the Post-Test and the Objective Test.

MODULE NO. IV–B

NAME_____

DATE_____

INSTRUCTOR'S CHECKLIST

SELF CHECK 6

PERFORMANCE SCALE

N/A – The skill was not applicable to this situation

Poor – The student can not perform the skill

Fair – The student can perform this skill satisfactorily but requires periodic supervision and/or assistance

Good – The student can perform this skill effectively without assistance and/or supervision

Excellent – The student can perform this skill without supervision and/or assistance with proficiency in speed

ACTIVITY	EVALUATION				
	N/A	POOR	FAIR	GOOD	Excellent
1. Removed strap and placed to one side.					
2. Fanned bills.					
3. Counted bills correctly by unit method.					
4. Counted currency twice.					
5. Compared second count with first.					
6. Wrote down last count.					
7. Compared written amount with amount printed on strap.					
8. Threw old strap away.					
9. Placed new strap around currency.					

MODULE NO. IV–B

NAME_____

DATE_____

INSTRUCTOR'S CHECKLIST

PERFORMANCE SCALE

SELF CHECK 6
(Continued)

N/A – The skill was not applicable to this situation

Poor – The student can not perform the skill

Fair – The student can perform this skill satisfactorily but requires periodic supervision and/or assistance

Good – The student can perform this skill effectively without assistance and/or supervision

Excellent – The student can perform this skill without supervision and/or assistance with proficiency in speed

ACTIVITY	EVALUATION				
	N/A	POOR	FAIR	GOOD	Excellent
10. Stamped (or wrote) teller number and name of bank on strap.					

SORTING, STACKING, AND STRAPPING CURRENCY

Performance Post-Test

Obtain the supply of loose currency, paper, pen, currency strap, and envelope marked "Mutilated Currency," and a strapped stack of twenties from your instructor. You are to perform the following tasks while your instructor observes you. Your instructor will be using a checklist to determine if you are performing each task acceptably. Do not write on this page.

If you fail to complete some of the items on the Performance Post-Test acceptably you should turn back to the Learning Activity in which you had difficulty and complete it again. When you understand all the tasks, take the Objective Post-Test on the next page.

LOOSE CURRENCY:

1. Sort and stack the loose currency in proper order for strapping.

2. Inspect each bill and lay aside the bills that should be removed from the currency drawer. Place them in the envelope that is marked "Mutilated Currency."

3. Count aloud each denomination using the unit method, write the count, and add the zero.

4. Strap the stack of bills in which there is a sufficient number of bills to strap.

5. Place the remaining bills in the proper order in one stack. Then count aloud the stack of bills using the unit method.

STRAPPED STACK OF TWENTIES:

1. Prove the stack of currency.

2. Process a new currency strap.

SORTING, STACKING, AND STRAPPING CURRENCY

Objective Post-Test

INSTRUCTIONS:

Answer the following questions on a separate sheet of paper. Record the best answer on your answer sheet.

1. How many twenties should be included in a strap?
   a. 20 or 40
   b. 10 or 20
   c. 50 or 100
   d. 100 or 200

2. How many tens should be included in a strap?
   a. 20 or 40
   b. 10 or 20
   c. 50 or 100
   d. 100 or 500

3. How many fives should be included in a strap?
   a. 50 or 100
   b. 5 or 50
   c. 25 or 50
   d. 25 or 100

4. How many twos should be included in a strap?
   a. 20 or 200
   b. 50 or 100
   c. 10 or 20
   d. 25 or 50

5. How many ones should be included in a strap?
   a. 10 or 100
   b. 25 or 100
   c. 10 or 50
   d. 50 or 100

6. A stack of currency should be fanned before it is counted.
   a. Right
   b. Wrong

7. When preparing to strap currency, all bills should be turned face up
   a. Right
   b. Wrong

8. To count by the unit method means to count each bill individually by ones; that is 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, etc.
   a. Right
   b. Wrong

OBJECTIVE POST-TEST

(Continued)

9. Bills that are torn, unusually worn, or stained are unacceptable and should be removed from circulation.
   a. Right
   b. Wrong

10. Competent (experienced) tellers need to count a stack of currency only one time.
   a. Right
   b. Wrong

11. The old strap that was previously around a stack of currency that is now being proved should be thrown away after the teller has counted the currency one time.
   a. Right
   b. Wrong

12. When counting a stack of bills of different denominations, the smallest denomination should be placed on top and the largest denomination should be placed on bottom.
   a. Right
   b. Wrong

13. When preparing to strap currency, all bills should be turned in the same direction.
   a. Right
   b. Wrong

14. Currency is another name for coins.
   a. Right
   b. Wrong

15. Cuffing refers to bending the bills and pushing them back together until all edges and corners line up together.
   a. Right
   b. Wrong

Take your answer sheet to your instructor for correction.

MODULE NO. IV–B

NAME_____

DATE_____

INSTRUCTOR'S CHECKLIST

PERFORMANCE SCALE PERFORMANCE PRE-TEST

N/A – The skill was not applicable to this situation

Poor – The student can not perform the skill

Fair – The student can perform this skill satisfactorily but requires periodic supervision and/or assistance

Good – The student can perform this skill effectively without assistance and/or supervision

Excellent – The student can perform this skill without supervision and/or assistance with proficiency in speed

ACTIVITY	EVALUATION				
	N/A	POOR	FAIR	GOOD	Excellent
1. Sorted bills by denomination.					
2. Placed bills in proper order from left to right by stacking twenties on left, tens next, fives next, twos next, and ones on the right.					
3. Placed all bills face up.					
4. Placed all bills in same direction.					
5. Removed torn, worn, or stained currency from stacks (1 twenty, 2 tens, 1 five, and 1 one).					
6. Used the unit method in counting. a. Twenties (50 bills) 1. Said, "2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22,					
24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100"					
2. Wrote down the count "100" and added the zero to get $1000.					
b. Tens (5 bills) 1. Said, "1, 2, 3, 4, 5"					

MODULE NO. IV–B

NAME_____

DATE_____

INSTRUCTOR'S CHECKLIST
PERFORMANCE PRE-TEST
(Continued)

PERFORMANCE SCALE

N/A – The skill was not applicable to this situation

Poor – The student can not perform the skill

Fair – The student can perform this skill satisfactorily but requires periodic supervision and/or assistance

Good – The student can perform this skill effectively without assistance and/or supervision

Excellent – The student can perform this skill without supervision and/or assistance with proficiency in speed

ACTIVITY	EVALUATION				
	N/A	POOR	FAIR	GOOD	Excellent
2. Wrote down the count "5" and added the zero to get $50.					
c. Fives (6 bills) 1. Said, "5, 10, 15, 20, 25, 30"					
2. Wrote down the count "30" and did not add zero to get $30.					
d. Twos (13 bills) 1. Said, "2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26"					
2. Wrote down the count "26" and did not add zero to get $26.					
e. Ones (7 bills) 1. Said, "1, 2, 3, 4, 5, 6, 7"					
2. Wrote down the count "7" and did not add zero to get $7.					
7. Strapping twenties (50 bills) a. Checked to be sure there were 50 twenties in stack.					
b. Made sure that all corners were flat and not creased.					

MODULE NO. IV–B

NAME_____

DATE_____

INSTRUCTOR'S CHECKLIST

PERFORMANCE SCALE

PERFORMANCE PRE-TEST
(Continued)

N/A – The skill was not applicable to this situation

Poor – The student can not perform the skill

Fair – The student can perform this skill satisfactorily but requires periodic supervision and/or assistance

Good – The student can perform this skill effectively without assistance and/or supervision

Excellent – The student can perform this skill without supervision and/or assistance with proficiency in speed

ACTIVITY	EVALUATION				
	N/A	POOR	FAIR	GOOD	Excellent
c. Cuffed stack of bills to get it straight.					
d. Attached strap with the amount $1000 printed on it to stack.					
e. Stamped or wrote teller's identification on strap.					
f. Wrapped package neatly.					
g. Wrapped package tightly.					
8. Placed remaining bills together in same direction, face up, with largest denomination on top and smallest denomination on bottom.					
9. Counted remaining stack using the unit method.					
a. 5 tens – 1, 2, 3, 4, 5 and said 50 dollars.					
b. 6 fives – 55, 60, 65, 70, 75, 80 and said 80 dollars.					
c. 13 twos – 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106 and said 106 dollars.					

MODULE NO. IV–B

NAME_____

DATE_____

INSTRUCTOR'S CHECKLIST
PERFORMANCE PRE-TEST
(Continued)

PERFORMANCE SCALE

N/A – The skill was not applicable to this situation

Poor – The student can not perform the skill

Fair – The student can perform this skill satisfactorily but requires periodic supervision and/or assistance

Good – The student can perform this skill effectively without assistance and/or supervision

Excellent – The student can perform this skill without supervision and/or assistance with proficiency in speed

ACTIVITY	EVALUATION				
	N/A	POOR	FAIR	GOOD	Excellent
d. 7 ones – 107, 108, 109, 110, 111, 112, 113, and said 113 dollars.					

MODULE NO. IV–B

NAME_____

DATE_____

INSTRUCTOR'S CHECKLIST
PERFORMANCE POST-TEST

PERFORMANCE SCALE

N/A – The skill was not applicable to this situation

Poor – The student can not perform the skill

Fair – The student can perform this skill satisfactorily but requires periodic supervision and/or assistance

Good – The student can perform this skill effectively without assistance and/or supervision

Excellent – The student can perform this skill without supervision and/or assistance with proficiency in speed

ACTIVITY	EVALUATION				
	N/A	POOR	FAIR	GOOD	Excellent
1. Sorted bills by denomination.					
2. Placed bills in proper order from left to right by stacking twenties on left, tens next, fives next, then twos, and ones on the right.					
3. Placed all bills face up.					
4. Placed all bills in same direction.					
5. Removed torn, worn, and stained currency from stacks (1 twenty, 2 fives, 1 one).					
6. Used the unit method in counting. a. Twenties (10 bills) 1. Counted "2, 4, 6, 8, 10, 12, 14, 16, 18, 20"					
2. Wrote down the count "20" and added the zero to get $200.					
b. Tens (50 bills) 1. Counted "1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11,					
12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50"					

MODULE NO. IV–B

NAME_____

DATE_____

INSTRUCTOR'S CHECKLIST

PERFORMANCE SCALE

PERFORMANCE POST-TEST
(Continued)

N/A – The skill was not applicable to this situation

Poor – The student can not perform the skill

Fair – The student can perform this skill satisfactorily but requires periodic supervision and/or assistance

Good – The student can perform this skill effectively without assistance and/or supervision

Excellent – The student can perform this skill without supervision and/or assistance with proficiency in speed

ACTIVITY	EVALUATION				
	N/A	POOR	FAIR	GOOD	Excellent
2. Wrote down the count "50" and added the zero to get $500.					
c. Fives (10 bills) 1. Counted "5, 10, 15, 20, 25, 30, 35, 40, 45, 50"					
2. Wrote down the count "50" and did not add zero to get $50.					
d. Twos (10 Bills) 1. Counted "2, 4, 6, 8, 10, 12, 14, 16, 18, 20"					
2. Wrote down the count "20" and did not add zero to get $20.					
e. Ones (15 bills) 1. Counted "1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15"					
2. Wrote down the count "15" and did not add zero to get $15.					
7. Strapping tens (50 bills) a. Checked to be sure there were 50 tens in stack.					
b. Made sure that all corners were flat and not creased.					

MODULE NO. IV–B

NAME_____

DATE_____

INSTRUCTOR'S CHECKLIST

PERFORMANCE SCALE

PERFORMANCE POST-TEST
(Continued)

N/A – The skill was not applicable to this situation

Poor – The student can not perform the skill

Fair – The student can perform this skill satisfactorily but requires periodic supervision and/or assistance

Good – The student can perform this skill effectively without assistance and/or supervision

Excellent – The student can perform this skill without supervision and/or assistance with proficiency in speed

ACTIVITY STRAPPING TWENTIES	EVALUATION				
	N/A	POOR	FAIR	GOOD	Excellent
c. Cuffed stack of bills to get it straight.					
d. Attached strap with the amount $500 printed on it to stack.					
e. Stamped or wrote teller's identification on strap.					
f. Wrapped package neatly.					
g. Wrapped package tightly.					
8. Placed remaining bills together in same direction, face up, with largest denomination on top and smallest denomination on bottom.					
9. Counted remaining stack using unit method. a. Twenties (10 bills) 1. Counted "2, 4, 6, 8, 10, 12, 14, 16, 18, 20"					
2. Wrote down the count "20" and added the zero to get $200.					
b. Fives (10 bills) 1. Counted "5, 10, 15, 20, 25, 30, 35, 40, 45, 50"					

MODULE NO. IV–B

NAME_____

DATE_____

INSTRUCTOR'S CHECKLIST
PERFORMANCE POST-TEST
(Continued)

PERFORMANCE SCALE

N/A – The skill was not applicable to this situation

Poor – The student can not perform the skill

Fair – The student can perform this skill satisfactorily but requires periodic supervision and/or assistance

Good – The student can perform this skill effectively without assistance and/or supervision

Excellent – The student can perform this skill without supervision and/or assistance with proficiency in speed

ACTIVITY	EVALUATION				
	N/A	POOR	FAIR	GOOD	Excellent
2. Wrote down the count "50" to get $50.					
c. Ones (15 bills) 1. Counted "1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15"					
2. Wrote down the count "15" to get $15.					

MODULE NO. IV–B

NAME_____

DATE_____

INSTRUCTOR'S CHECKLIST

PERFORMANCE SCALE PERFORMANCE POST-TEST

N/A – The skill was not applicable to this situation

Poor – The student can not perform the skill

Fair – The student can perform this skill satisfactorily but requires periodic supervision and/or assistance

Good – The student can perform this skill effectively without assistance and/or supervision

Excellent – The student can perform this skill without supervision and/or assistance with proficiency in speed

ACTIVITY STRAPPING TWENTIES	EVALUATION				
	N/A	POOR	FAIR	GOOD	Excellent
1. Removed strap and placed it to one side.					
2. Fanned bills.					
3. Counted bills correctly by unit method.					
4. Counted currency twice.					
5. Compared second count with first.					
6. Wrote down last count.					
7. Compared written amount with amount printed on strap.					
8. Threw old strap away.					
9. Placed new strap around currency.					

MODULE NO. IV–B

NAME_____

DATE_____

INSTRUCTOR'S CHECKLIST
PERFORMANCE POST-TEST
(Continued)

PERFORMANCE SCALE

N/A – The skill was not applicable to this situation

Poor – The student can not perform the skill

Fair – The student can perform this skill satisfactorily but requires periodic supervision and/or assistance

Good – The student can perform this skill effectively without assistance and/or supervision

Excellent – The student can perform this skill without supervision and/or assistance with proficiency in speed

ACTIVITY	EVALUATION				
	N/A	POOR	FAIR	GOOD	Excellent
10. Stamped or wrote teller number and name of bank on strap.					

SORTING, STACKING, AND STRAPPING CURRENCY

INSTRUCTOR'S HANDBOOK

Prepared by

Mrs. Linda F. Albert

State Department of Education
Office of Vocational Education
Office Occupations Education
Columbia, South Carolina 29201

In Cooperation With

Vocational Education Media Center
Clemson University
Clemson, South Carolina 29631

1978

SORTING, STACKING, AND STRAPPING CURRENCY

Objective No. in this Packet	V–TECS Objective No. in Catalog	Page in V–TECS Catalog
1	25	59
2	18	43
3	30	71
4	31	75
5	26	61
6	32	77

The student activities in this learning packet correlate with the performance objectives, criterion- referenced measures, and performance guides found in the **Paying and Receiving Bank Teller V–TECS Catalog**, University of Kentucky, May 1975.

Below is a list of the Performance Objectives which are measured by corresponding activities on this checklist:

Objective	Activities on Checklist
1	1–4
2	5
3	6
4	8–9
5	7

Module No. IV–B

INSTRUCTOR'S GUIDE TO LEARNING ACTIVITIES

MODULE TITLE: SORTING, STACKING, AND STRAPPING CURRENCY

Learning Activity Numbers

OBJECTIVES: 1. Given a supply of loose currency of twenties, tens, fives, twos, and ones arranged in random order, the student will sort and stack each denomination in proper order for strapping. All bills should be turned in the proper direction, and each stack should contain the denomination and number of bills for strapping.

(Continued)

INSTRUCTION SHEETS

I	Title: Sorting and Stacking Currency	1
II	Title: Inspecting for Mutilated and Badly Worn Currency	2
III	Title: Counting Currency	3
IV	Title: Counting Currency	4
V	Title: Strapping Currency	5
VI	Title: Proving a Stack of Currency	6

STUDENT SELF-CHECKS INCLUDED IN MODULE

I	Title: Self-Check 1	1
II	Title: Self-Check 2	2
III	Title: Self-Check 3	3
IV	Title: Self-Check 4	4
V	Title: Self-Check 5	5
VI	Title: Self-Check 6	6

SUPPLEMENTAL MATERIALS

An interesting supplement to this module is: Bank Tellers: Do's and Don'ts – available from the American Bankers Association, 1120 Connecticut Avenue, N.W. Washington, DC 20036

Assign the Handling Cash section – pp. 7–16.

Module No. IV–B

INSTRUCTOR'S GUIDE TO LEARNING ACTIVITIES

MODULE TITLE: SORTING, STACKING, AND STRAPPING CURRENCY (Continued)

Learning Activity Numbers

OBJECTIVES: 2. Given a package of currency which includes acceptable and unacceptable bills, inspect each bill and identify at least five bills that should be removed from the currency drawer.

3. Given a supply of twenties, tens, fives, twos, and ones, the student will count aloud each denomination using the unit method, write the count, and add the zero. All items on the checklist

(continued)

INSTRUCTION SHEETS

STUDENT SELF-CHECKS INCLUDED IN MODULE

SUPPLEMENTAL MATERIALS

INSTRUCTOR'S GUIDE TO LEARNING ACTIVITIES

MODULE TITLE: SORTING, STACKING, AND STRAPPING CURRENCY (Continued)

Learning Activity Numbers

OBJECTIVES: should be performed acceptably.

4. Using a supply of loose currency, count aloud the stack of bills using the unit method. The final count should be the total amount of the bills.

5. Given a stack of tens, two currency straps, and a teller's stamp, strap the stack of currency. The package should be neat, tightly packaged, and bear the teller identification. (Continued)

INSTRUCTION SHEETS

STUDENT SELF-CHECKS INCLUDED IN MODULE

SUPPLEMENTAL MATERIALS

Module No. IV–B

INSTRUCTOR'S GUIDE TO LEARNING ACTIVITIES

MODULE TITLE: SORTING, STACKING, AND STRAPPING CURRENCY (Continued)

Learning Activity Numbers

OBJECTIVES: 6. Given a strapped stack of currency, a corresponding currency strap, a teller's stamp, and a name-of-bank stamp, prove the stack of currency. All items on the checklist should be performed acceptably.

INSTRUCTION SHEETS

STUDENT SELF-CHECKS INCLUDED IN MODULE

SUPPLEMENTAL MATERIALS

TEXTBOOKS AND REFERENCE BOOKS REQUIRED

MANUALS, SPECIFICATION SHEETS REQUIRED

FILMSTRIP PRESENTATIONS & AV MATERIALS REQUIRED

SPECIAL TOOLS, EQUIPMENT & SUPPLIES REQUIRED

Currency (as outlined in the teacher's notes)

ATTITUDES & VALUES TO BE DEVELOPED

Accuracy in counting.
Rechecking of math skills.

* NOTES TO THE TEACHER TO ASSIST IN WORKING WITH THIS MODULE

Before you give this learning packet to the student, you must include enough "money" for all the jobs. You will need 230 twenties, 180 tens, 105 fives, 90 twos, and 105 ones per student.

Separate the bills so that the correct amount needed for each job is placed in a separate envelope marked with the corresponding Learning Activity number. Other supplies have been indicated on the page entitled "Envelopes for Learning Activity Sheets and Tests." Check this carefully.

In Learning Activity 1 you may want to place more than 50 bills in one or two of the denominations and include an "Excess Money" envelope so that extra bills may be placed in the "Excess Money" envelope. If you know how many bills of each denomination were included in this job, you could check the "Excess Money" envelope to determine if the student counted the bills correctly.

In Learning Activity 2 you may like to take your students to the bank to show them mutilated currency. It is possible to buy this type of currency, and then return it to the bank and trade it for some "good" currency. A field trip to the bank is an excellent way to motivate students and introduce them to the variety of banking careers.

You may need to demonstrate to the students how to fan a stack of bills in Learning Activity 3.

You may want to demonstrate to the students how to cuff a stack of bills in Learning Activity 5.

This packet may be completed by one student or modified and used in a group situation.

* NOTES TO THE TEACHER TO ASSIST IN WORKING WITH THIS MODULE

A Performance Pre-Test is included in this module for the instructor to use in determining if the student has had any previous experience with this activity. Use the Instructor's Checklist that is provided to rate the student's initial performance on the Performance Pre-Test. From this rating, you can direct the student to complete those parts of the module in which additional instruction is needed.

Upon completion of the six objectives, the student is then re-evaluated via the Performance Post-Test; again use the Instructor's Checklist. An objective Post-Test has also been included for the instructor to rate the student's mastery of the cognitive learnings at the end of the module.

This packet has been written so that an individual student will read the objectives, complete the student activities, and then check himself/herself by using the Self-Check that is provided for each activity. (If you wish, you may use the Self-Check after each objective to evaluate the student also.)

The Self-Checks have been included in the student's learning packet. The student has been instructed not to mark on them. If you would like to have the student actually rate himself/herself on each of the six activities, you will need copies of the six Self-Checks.

If you want to rate the student on each Self-Check, instruct the student to mark the Self-Check in pencil. You may then use a red pen to rate the student. Compare the ratings.

You will also need a copy of each of the following sheets for each student who completes this module: (Instructor's Checklist – Performance Pre-Test; Instructor's Checklist – Performance Post-Test)

Straps, currency, and the key are included in the Instructor's Handbook. The straps are perishable materials and must be duplicated and available for each student who uses this module. A teller's window or cash drawer should be designated in advance.

ENVELOPES FOR LEARNING ACTIVITY SHEETS AND TESTS

Performance Pre-Test:	Currency	50 twenties	)
		5 tens	)
		6 fives	) arranged
		13 twos	) in
		7 ones	) random
		1 stained twenty	) order
		1 worn five	)
		1 stained one	)
		2 torn tens	)
	Envelope marked "Mutilated Currency"		
	$ 500 Currency Strap		
	$1000 Currency Strap		
Learning Activity Sheet 1:	Currency	50 twenties	)
		50 tens	) in
		50 fives	) random
		50 twos	) order
		50 ones	)
	Envelope marked "Excess Currency"		
Learning Activity Sheet 2:	Currency	5 twenties	)
		5 tens	) in
		5 fives	) random
		5 twos	) order
		5 ones	)

(You will need to tear, tape, crumple, and stain some of these bills.)

Learning Activity Sheet 3:	Currency	5 twenties	)
		10 tens	) in
		20 fives	) random
		5 twos	) order
		20 ones	)
Learning Activity Sheet 4:	Currency	2 twenties	) in
		2 tens	) random
		1 five	) order
Learning Activity Sheet 5:	Currency	50 tens	
	$ 500 Currency Strap		
	$1000 Currency Strap		
	Teller's stamp (if available)		
Learning Activity Sheet 6:	Currency	Strapped stack of 50 twenties	
	$1000 Currency Strap		
	Teller's stamp	)	if available
	Name-of-bank stamp	)	

Performance Post-Test:	Currency	10 twenties)	
		50 tens)	
		10 fives)	in
		10 twos)	random
		15 ones)	order
		1 torn twenty)	
		2 taped fives)	
		1 stained one)	

Strapped stack of 50 twenties in $1000 strap

$1000 Currency Strap
$ 500 Currency Strap
Teller's stamp) if available
Name-of-bank stamp)
Envelope marked "Mutilated Currency"

POST-TEST

Answer Key

1. C
2. C
3. A
4. B
5. D
6. A
7. A
8. B (Twenties are counted by two's; fives are counted by five's.)
9. A
10. B (Money is always counted at least two times.)
11. B (The teller must get the same amount at least twice.)
12. B (The largest denomination is placed on top and the smallest on bottom.)
13. A
14. B
15. A

BT
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BT
IV–B, 57

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BT

IV–B, 59
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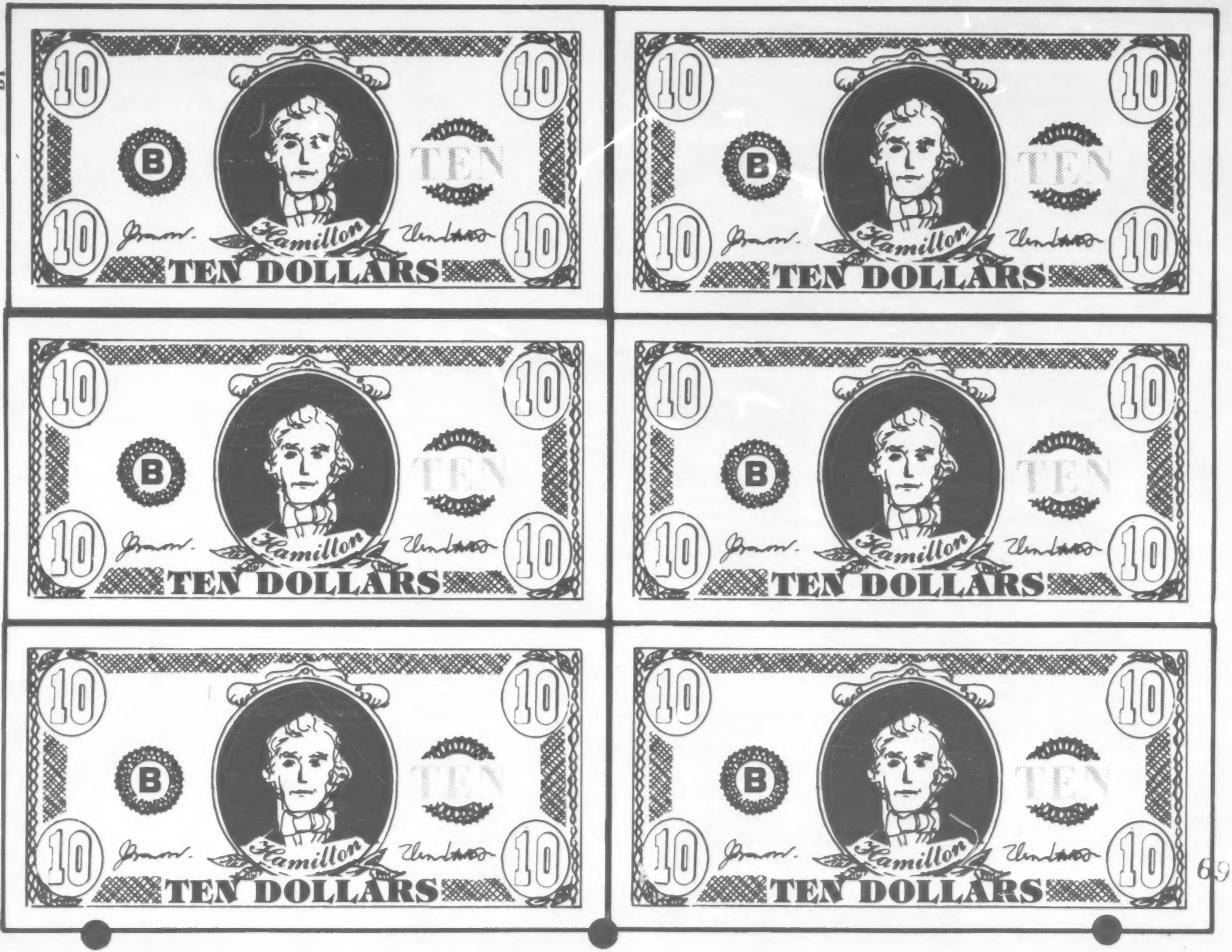

68

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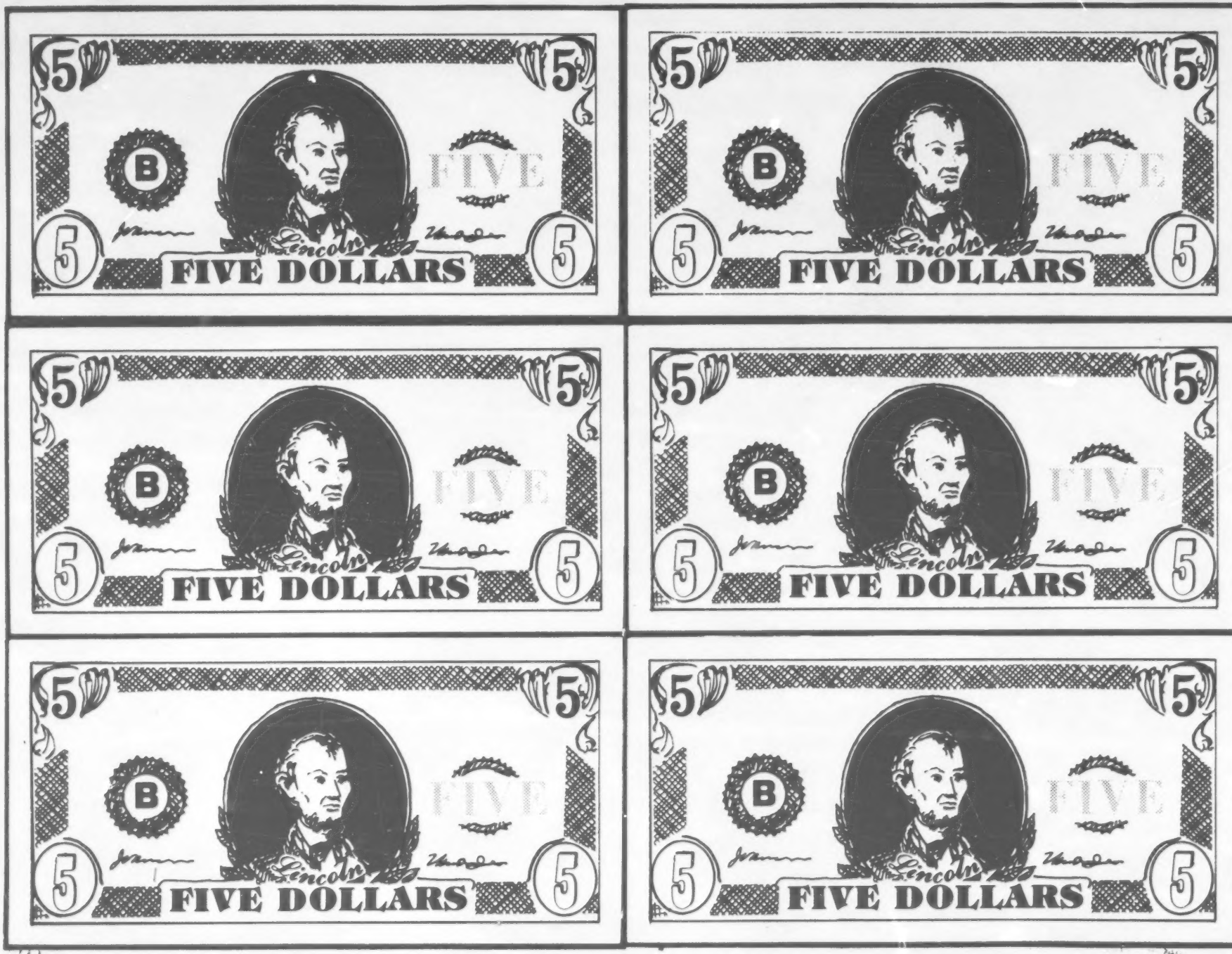

IV–B, 60
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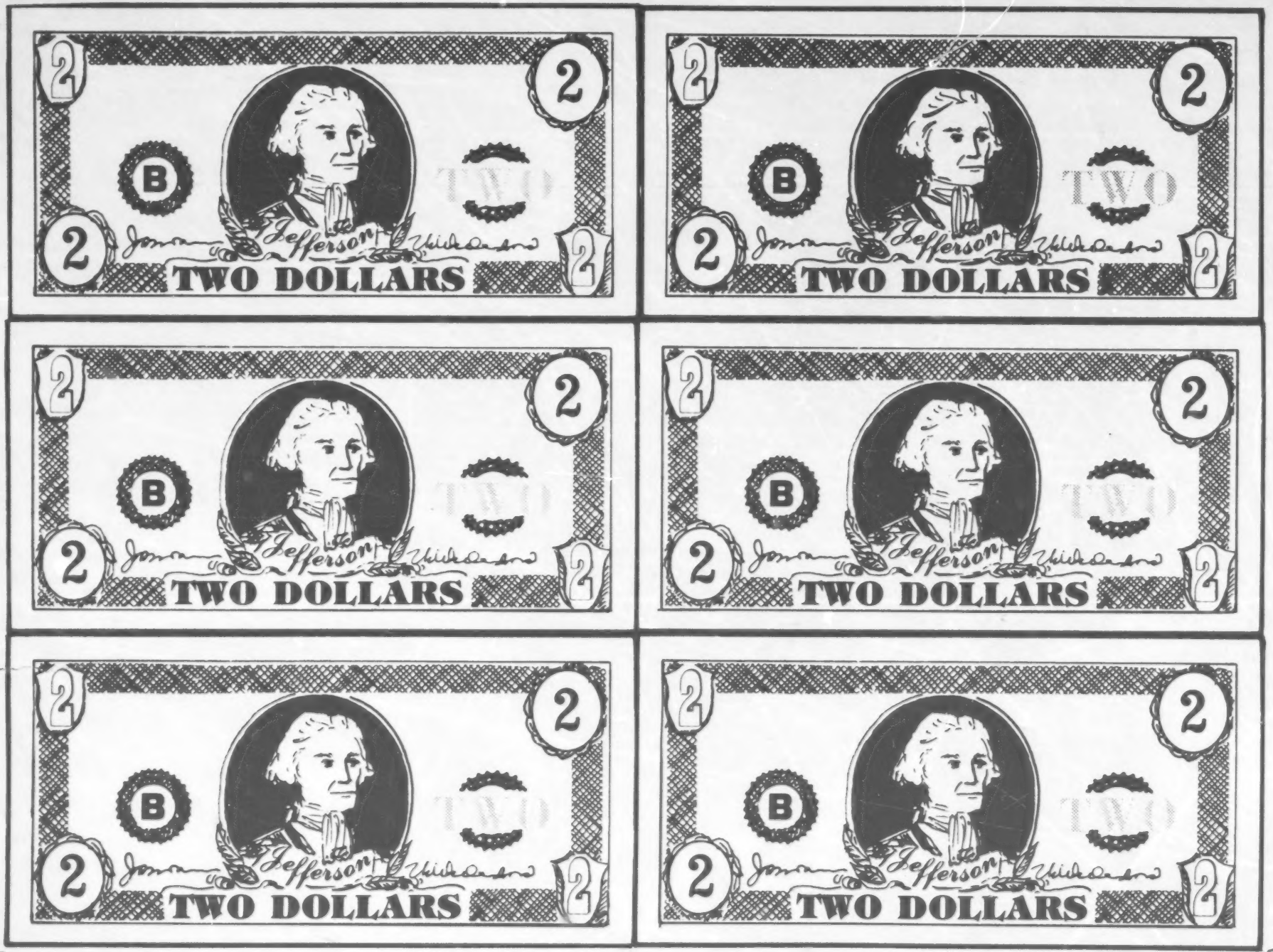
7



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IV–B, 61

72

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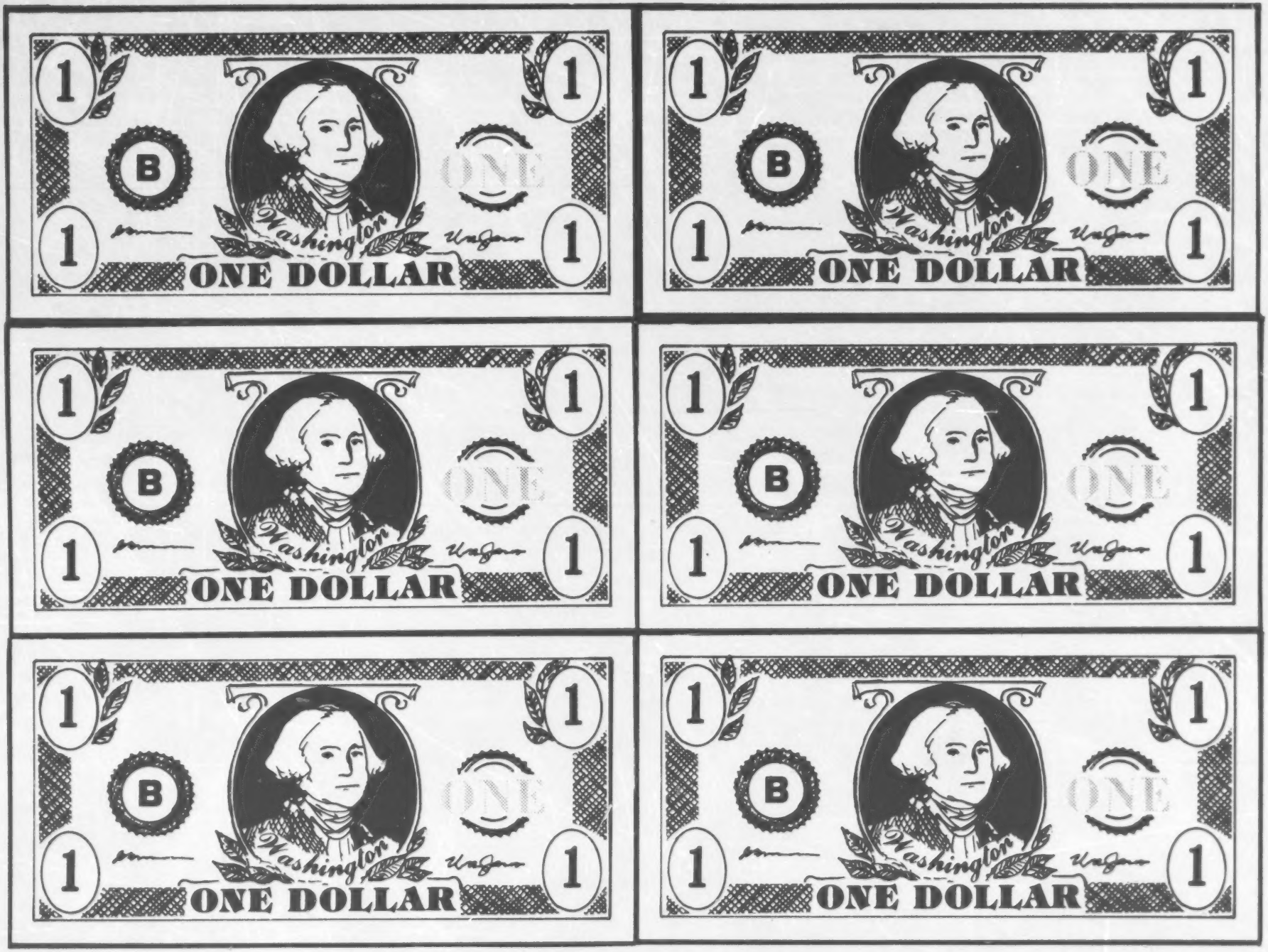
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ONE DOLLAR

MODULE NO. IV–B

NAME_____

DATE_____

INSTRUCTOR'S CHECKLIST

PERFORMANCE SCALE PERFORMANCE PRE-TEST

N/A – The skill was not applicable to this situation

Poor – The student can not perform the skill

Fair – The student can perform this skill satisfactorily but requires periodic supervision and/or assistance

Good – The student can perform this skill effectively without assistance and/or supervision

Excellent – The student can perform this skill without supervision and/or assistance with proficiency in speed

ACTIVITY	EVALUATION				
	N/A	POOR	FAIR	GOOD	Excellent
1. Sorted bills by denomination.					
2. Placed bills in proper order from left to right by stacking twenties on left, tens next, fives next, twos next, and ones on the right.					
3. Placed all bills face up.					
4. Placed all bills in same direction.					
5. Removed torn, worn, or stained currency from stacks (1 twenty, 2 tens, 1 five, and 1 one).					
6. Used the unit method in counting. a. Twenties (50 bills) 1. Said, "2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22,					
24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100"					
2. Wrote down the count "100" and added the zero to get $1000.					
b. Tens (5 bills) 1. Said, "1, 2, 3, 4, 5"					

MODULE NO. IV–B

NAME_____

DATE_____

INSTRUCTOR'S CHECKLIST
PERFORMANCE PRE-TEST
(Continued)

PERFORMANCE SCALE

N/A – The skill was not applicable to this situation

Poor – The student can not perform the skill

Fair – The student can perform this skill satisfactorily but requires periodic supervision and/or assistance

Good – The student can perform this skill effectively without assistance and/or supervision

Excellent – The student can perform this skill without supervision and/or assistance with proficiency in speed

ACTIVITY	EVALUATION				
	N/A	POOR	FAIR	GOOD	Excellent
2. Wrote down the count "5" and added the zero to get $50.					
c. Fives (6 bills)					
1. Said, "5, 10, 15, 20, 25, 30"					
2. Wrote down the count "30" and did not add zero to get $30.					
d. Twos (13 bills)					
1. Said, "2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26"					
2. Wrote down the count "26" and did not add zero to get $26.					
e. Ones (7 bills)					
1. Said, "1, 2, 3, 4, 5, 6, 7"					
2. Wrote down the count "7" and did not add zero to get $7.					
7. Strapping twenties (50 bills)					
a. Checked to be sure there were 50 twenties in stack.					
b. Made sure that all corners were flat and not creased.					

MODULE NO. IV–B

NAME_____

DATE_____

INSTRUCTOR'S CHECKLIST
PERFORMANCE PRE-TEST
(Continued)

PERFORMANCE SCALE

N/A – The skill was not applicable to this situation

Poor – The student can not perform the skill

Fair – The student can perform this skill satisfactorily but requires periodic supervision and/or assistance

Good – The student can perform this skill effectively without assistance and/or supervision

Excellent – The student can perform this skill without supervision and/or assistance with proficiency in speed

ACTIVITY	EVALUATION				
	N/A	POOR	FAIR	GOOD	Excellent
c. Cuffed stack of bills to get it straight.					
d. Attached strap with the amount $1000 printed on it to stack.					
e. Stamped or wrote teller's identification on strap.					
f. Wrapped package neatly.					
g. Wrapped package tightly.					
8. Placed remaining bills together in same direction, face up, with largest denomination on top and smallest denomination on bottom.					
9. Counted remaining stack using the unit method. a. 5 tens – 1, 2, 3, 4, 5 and said 50 dollars.					
b. 6 fives - 55, 60, 65, 70, 75, 80 and said 80 dollars.					
c. 13 twos – 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106 and said 106 dollars.					

MODULE NO. IV–B

NAME_____

DATE_____

INSTRUCTOR'S CHECKLIST
PERFORMANCE PRE-TEST
(Continued)

PERFORMANCE SCALE

N/A – The skill was not applicable to this situation

Poor – The student can not perform the skill

Fair – The student can perform this skill satisfactorily but requires periodic supervision and/or assistance

Good – The student can perform this skill effectively without assistance and/or supervision

Excellent – The student can perform this skill without supervision and/or assistance with proficiency in speed

ACTIVITY	EVALUATION				
	N/A	POOR	FAIR	GOOD	Excellent
d. 7 ones – 107, 108, 109, 110, 111, 112, 113, and said 113 dollars.					

MODULE NO. IV–B

NAME_____

DATE_____

INSTRUCTOR'S CHECKLIST

PERFORMANCE SCALE

PERFORMANCE POST-TEST

N/A – The skill was not applicable to this situation

Poor – The student can not perform the skill

Fair – The student can perform this skill satisfactorily but requires periodic supervision and/or assistance

Good – The student can perform this skill effectively without assistance and/or supervision

Excellent – The student can perform this skill without supervision and/or assistance with proficiency in speed

ACTIVITY	EVALUATION				
	N/A	POOR	FAIR	GOOD	Excellent
1. Sorted bills by denomination.					
2. Placed bills in proper order from left to right by stacking twenties on left, tens next, fives next, then twos, and ones on the right.					
3. Placed all bills face up.					
4. Placed all bills in same direction.					
5. Removed torn, worn, and stained currency from stacks (1 twenty, 2 fives, 1 one).					
6. Used the unit method in counting. a. Twenties (10 bills) 1. Counted "2, 4, 6, 8, 10, 12, 14, 16, 18, 20"					
2. Wrote down the count "20" and added the zero to get $200.					
b. Tens (50 bills) 1. Counted "1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11,					
12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50"					

MODULE NO. IV–B

NAME_____

DATE_____

INSTRUCTOR'S CHECKLIST

PERFORMANCE SCALE

PERFORMANCE POST-TEST
(Continued)

N/A – The skill was not applicable to this situation

Poor – The student can not perform the skill

Fair – The student can perform this skill satisfactorily but requires periodic supervision and/or assistance

Good – The student can perform this skill effectively without assistance and/or supervision

Excellent – The student can perform this skill without supervision and/or assistance with proficiency in speed

ACTIVITY	EVALUATION				
	N/A	POOR	FAIR	GOOD	Excellent
2. Wrote down the count "50" and added the zero to get $500.					
c. Fives (10 bills) 1. Counted "5, 10, 15, 20, 25, 30, 35, 40, 45, 50"					
2. Wrote down the count "50" and did not add zero to get $50.					
d. Twos (10 bills) 1. Counted "2, 4, 6, 8, 10, 12, 14, 16, 18, 20"					
2. Wrote down the count "20" and did not add zero to get $20.					
e. Ones (15 bills) 1. Counted "1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15"					
2. Wrote down the count "15" and did not add zero to get $15.					
7. Strapping tens (50 bills) a. Checked to be sure there were 50 tens in stack.					
b. Made sure that all corners were flat and not creased.					

MODULE NO. IV–B

NAME_____

DATE_____

INSTRUCTOR'S CHECKLIST
PERFORMANCE POST-TEST
(Continued)

PERFORMANCE SCALE

N/A – The skill was not applicable to this situation

Poor – The student can not perform the skill

Fair – The student can perform this skill satisfactorily but requires periodic supervision and/or assistance

Good – The student can perform this skill effectively without assistance and/or supervision

Excellent – The student can perform this skill without supervision and/or assistance with proficiency in speed

ACTIVITY STRAPPING TWENTIES	EVALUATION				
	N/A	POOR	FAIR	GOOD	Excellent
c. Cuffed stack of bills to get it straight.					
d. Attached strap with the amount $500 printed on it to stack.					
e. Stamped or wrote teller's identification on strap.					
f. Wrapped package neatly.					
g. Wrapped package tightly.					
8. Placed remaining bills together in same direction, face up, with largest denomination on top and smallest denomination on bottom.					
9. Counted remaining stack using unit method.					
a. Twenties (10 bills) 1. Counted "2, 4, 6, 8, 10, 12, 14, 16, 18, 20"					
2. Wrote down the count "20" and added the zero to get $200.					
b. Fives (10 bills) 1. Counted "5, 10, 15, 20, 25, 30, 35, 40, 45, 50"					

MODULE NO. IV–B

NAME_____

DATE_____

INSTRUCTOR'S CHECKLIST
PERFORMANCE POST-TEST
(Continued)

PERFORMANCE SCALE

N/A – The skill was not applicable to this situation

Poor – The student can not perform the skill

Fair – The student can perform this skill satisfactorily but requires periodic supervision and/or assistance

Good – The student can perform this skill effectively without assistance and/or supervision

Excellent – The student can perform this skill without supervision and/or assistance with proficiency in speed

ACTIVITY	EVALUATION				
	N/A	POOR	FAIR	GOOD	Excellent
2. Wrote down the count "50" to get $50.					
c. Ones (15 bills) 1. Counted "1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15"					
2. Wrote down the count "15" to get $15.					

MODULE NO. IV–B

NAME_____

DATE_____

INSTRUCTOR'S CHECKLIST

PERFORMANCE SCALE PERFORMANCE POST-TEST

N/A – The skill was not applicable to this situation

Poor – The student can not perform the skill

Fair – The student can perform this skill satisfactorily but requires periodic supervision and/or assistance

Good – The student can perform this skill effectively without assistance and/or supervision

Excellent – The student can perform this skill without supervision and/or assistance with proficiency in speed

ACTIVITY STRAPPING TWENTIES	EVALUATION				
	N/A	POOR	FAIR	GOOD	Excellent
1. Removed strap and placed it to one side.					
2. Fanned bills.					
3. Counted bills correctly by unit method.					
4. Counted currency twice.					
5. Compared second count with first.					
6. Wrote down last count.					
7. Compared written amount with amount printed on strap.					
8. Threw old strap away.					
9. Placed new strap around currency.					

MODULE NO. IV–B

NAME_____

DATE_____

INSTRUCTOR'S CHECKLIST
PERFORMANCE POST-TEST
(Continued)

PERFORMANCE SCALE

N/A – The skill was not applicable to this situation

Poor – The student can not perform the skill

Fair – The student can perform this skill satisfactorily but requires periodic supervision and/or assistance

Good – The student can perform this skill effectively without assistance and/or supervision

Excellent – The student can perform this skill without supervision and/or assistance with proficiency in speed

ACTIVITY	EVALUATION				
	N/A	POOR	FAIR	GOOD	Excellent
10. Stamped or wrote teller number and name of bank on strap.					